

Textbook Alignment to the Utah Core – 5th Grade Mathematics

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list
(www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No _____*

Name of Company and Individual Conducting Alignment: Six Things

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name/grade of the core document used to align): 5th Grade Mathematics Core Curriculum

Title: Saxon Math Intermediate 5 © 2008 **ISBN#:** 16003-29667

Publisher: Saxon, A Harcourt Education Imprint

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 98 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: 98 %

Standard I: Students will expand number sense to include integers and perform operations with whole numbers, simple fractions, and decimals.

**Percentage of coverage in the *student and teacher edition* for
Standard I:** 96 %

**Percentage of coverage not in student or teacher edition, but covered in
the *ancillary material* for Standard I:** 96 %

OBJECTIVES & INDICATORS

*Coverage in Student Edition (SE) and
Teacher Edition (TE) (pg #'s, etc.)*

*Coverage in Ancillary Material
(titles, pg #'s, etc.)*

*Not covered
in TE, SE or
ancillaries ✓*

Objective 1.1: Represent whole numbers and decimals from thousandths to one billion, fractions, percents, and integers.

a.	Read and write numbers in standard and expanded form.	<u>New Concept</u> Pg(s): 16, 17, 18, 19, 20, 21, 299, 300, 301, 302, 303, 304 <u>Written Practice</u> Pg(s): 20, 21, 26, 27, 302, 303, 304	<u>Cumulative Test</u> Pg(s): 43, 44, 45, 46, 47	
b.	Demonstrate multiple ways to represent whole numbers, decimals, fractions, percents, and integers using models and symbolic representations (e.g., $108 = 2 \times 50 + 8$; $108 = 102 + 8$; $90\% = 90$ out of 100 squares on a hundred chart).	<u>New Concept</u> Pg(s): 7, 8, 9, 10, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 39, 40, 41, 42, 43, 44, 299, 300, 301, 302, 303, 304, 332, 333, 334, 335, 336, 337, 338, 405, 406, 407, 408, 409, 410, 411, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 443, 444, 445, 446, 447, 448, 449, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 696, 697, 698, 699, 700, 701, 702 <u>Written Practice</u> Pg(s): 9, 10, 20, 21, 26, 27, 30, 31, 32, 42, 43, 44, 302, 303, 304, 410, 411, 428, 429, 430, 445, 446, 449, 647, 648, 652, 653, 698, 699, 701, 702	<u>Cumulative Test</u> Pg(s): 43, 44, 45, 46, 47, 48, 49, 50, 79, 80, 81, 82, 91, 92, 93, 94, 119, 120, 121, 122	
c.	Identify, read, and locate fractions, mixed numbers, decimals, and integers on the number line.	<u>New Concept</u> Pg(s): 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 45, 46, 47, 48, 49, 72, 73, 74, 75, 76, 77, 78, 79, 165, 166, 167, 168, 169, 170, 205, 206, 207, 208, 209, 210, 233, 234, 235, 236, 237, 238, 418, 419, 420, 421, 422, 423, 636, 637, 638, 639, 640, 641, 642, 643, 679, 680,	<u>Cumulative Test</u> Pg(s): 43, 44, 45, 46, 51, 52, 53, 54, 67, 68, 69, 70, 95, 96, 97, 98, 119, 120, 121, 122, 123, 124, 125, 126	

		681, 682, 683, 684, 685, 686 <u>Written Practice</u> Pg(s): 20, 21, 26, 27, 47, 48, 49, 75, 76, 78, 79, 167, 168, 169, 208, 209, 210, 236, 238, 421, 422, 638, 639, 643, 679, 680, 682		
	d. Represent repeated factors using exponents.	<u>New Concept</u> Pg(s): 93, 94, 95, 96, 97, 111, 112, 113, 114, 115, 116, 117, 154, 155, 156, 157, 158, 177, 178, 179, 180, 181, 182, 516, 517, 518, 519, 520, 521, 534, 535, 536, 537, 538, 736, 737, 738, 739, 740, 741 <u>Written Practice</u> Pg(s): 95, 96, 97, 114, 115, 156, 157, 158, 178, 179, 180, 518, 519, 520, 536, 537, 538, 739, 740, 741	<u>Cumulative Test</u> Pg(s): 59, 60, 61, 62, 63, 64, 65, 103, 104, 105, 106, 107, 108, 109, 110, 127, 128, 129, 130, 131, 132, 133, 134	
	e. Describe situations where integers could be used in the students' environment.	<i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 11, 12, 13, 14, 15 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <u>Written Practice</u> Pg(s): 13, 14, 15	<u>Cumulative Test</u> Pg(s): 43, 44, 45, 46	
Objective 1.2: Explain relationships and equivalencies among integers, fractions, decimals, and percents.				
	a. Compare fractions by finding a common denominator.	<u>Power Up</u> Pg(s): 50, 65, 111, 123, 139, 183, 211, 233, 244, 257 <u>New Concept</u>	<u>Cumulative Test</u> Pg(s): 63, 64, 65, 66, 95, 96, 97, 98, 99, 100, 101, 102, 111, 112, 113, 114	

		Pg(s): 183, 184, 185, 186, 187, 188, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 457, 458, 459, 460, 461, 462, 463, 586, 587, 588, 589, 590, 591 <u>Written Practice</u> Pg(s): 185, 186, 187, 428, 429, 434, 435, 462, 463, 588, 590 <u>Investigation</u> Pg(s): 128, 129, 130, 131, 189, 190, 191		
	b. Order integers, fractions (including mixed numbers), and decimals using a variety of methods, including the number line.	<u>Power Up</u> Pg(s): 50, 65, 111, 123, 139, 183, 211, 233, 244, 257 <u>New Concept</u> Pg(s): 183, 184, 185, 186, 187, 188, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 457, 458, 459, 460, 461, 462, 463, 586, 587, 588, 589, 590, 591 <u>Written Practice</u> Pg(s): 185, 186, 187, 428, 429, 434, 435, 462, 463, 588, 590 <u>Investigation</u> Pg(s): 128, 129, 130, 131, 189, 190, 191	<u>Cumulative Test</u> Pg(s): 63, 64, 65, 66, 95, 96, 97, 98, 99, 100, 101, 102	
	c. Rewrite mixed numbers and improper fractions from one form to the other and represent each using regions, sets of objects, or line segments.	<u>New Concept</u> Pg(s): 485, 486, 487, 488, 489, 490, 559, 560, 561, 562, 563, 564, 742, 743, 744, 745, 746, 747, 783, 784, 785, 786, 787 <u>Written Practice</u> Pg(s): 487, 490, 561, 564, 745, 785, 786, 787	<u>Cumulative Test</u> Pg(s): 99, 100, 101, 102, 111, 112, 113, 114, 127, 128, 129, 130, 131, 132, 133, 134 <u>Power Up Test</u> Pg(s): 24, 37, 38, 39, 40, 41	

d.	Represent commonly used fractions as decimals and percents in a variety of ways (e.g., models, fraction strips, pictures, calculators, algorithms).	<p><u>New Concept</u> Pg(s): 183, 184, 185, 186, 187, 188, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 457, 458, 459, 460, 461, 462, 463, 586, 587, 588, 589, 590, 591</p> <p><u>Written Practice</u> Pg(s): 185, 186, 187, 428, 429, 434, 435, 462, 463, 588, 590</p> <p><u>Investigation</u> Pg(s): 128, 129, 130, 131, 189, 190, 191</p>	<p><u>Cumulative Test</u> Pg(s): 63, 64, 65, 66, 95, 96, 97, 98, 99, 100, 101, 102</p>	
e.	Model and calculate equivalent forms of a fraction (including simplest form).	<p><u>Power Up</u> Pg(s): 50, 65, 111, 123, 139, 183, 211, 233, 244, 257</p> <p><u>New Concept</u> Pg(s): 145, 146, 147, 148, 400, 401, 402, 403, 404, 511, 512, 513, 514, 515, 526, 527, 528, 529, 530, 531, 532, 533, 565, 566, 567, 568, 569, 570, 571, 586, 587, 588, 589, 590, 591, 597, 598, 599, 600, 601, 602, 603, 760, 761, 762, 763, 764, 765, 766</p> <p><u>Written Practice</u> Pg(s): 147, 148, 402, 403, 404, 514, 515, 532, 568, 569, 590, 591, 602, 603, 765, 766</p> <p><u>Investigation</u> Pg(s): 128, 129, 130, 131, 189, 190, 191</p>	<p><u>Cumulative Test</u> Pg(s): 59, 60, 61, 62, 91, 92, 93, 94, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	
f.	Rename whole numbers as fractions with different denominators (e.g., $5 = 5/1$, $3 = 6/2$, $1 = 7/7$).			

Objective 1.3: Use number theory concepts to develop and use divisibility tests; classify whole numbers to 50 as prime, composite, or neither; and

find common multiples and factors.			
a.	Identify patterns with skip counting and multiples to develop and use divisibility tests for determining whether a whole number is divisible by 2, 3, 5, 6, 9, and 10.	<p><u>New Concept</u> Pg(s): 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p><u>Written Practice</u> Pg(s): 9, 10, 14, 15</p> <p><u>Investigation</u> Pg(s): 60, 61, 62, 63, 64, 128, 129, 130, 131, 251, 252, 253, 254, 255, 256</p>	<p><u>Cumulative Test</u> Pg(s): 43, 44, 45, 46</p> <p><u>Power Up Test</u> Pg(s): 20, 22, 23, 25, 28, 31, 36</p>
b.	Use strategies for classifying whole numbers to 50 as prime, composite, or neither.	<p><u>New Concept</u> Pg(s): 516, 517, 518, 519, 520, 521, 783, 784, 785, 786, 787</p> <p><u>Written Practice</u> Pg(s): 520, 521, 786, 787</p>	<p><u>Cumulative Test</u> Pg(s): 103, 104, 105, 106, 131, 132, 133, 134</p>
c.	Rewrite a composite number between 2 and 50 as a product of only prime numbers.	<p><i>There is an opportunity to introduce during:</i></p> <p><u>New Concept</u> Pg(s): 516, 517, 518, 519, 520, 521, 783, 784, 785, 786, 787</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p><u>Written Practice</u> Pg(s): 520, 521, 786, 787</p>	<p><u>Cumulative Test</u> Pg(s): 103, 104, 105, 106, 131, 132, 133, 134</p>
d.	Find common multiples and factors and apply to adding and subtracting fractions.	<p><u>New Concept</u> Pg(s): 93, 94, 95, 96, 97, 111, 112, 113, 114, 115, 116, 117, 154, 155, 156, 157, 158, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 269, 270, 271, 272, 273, 274, 345, 346, 347, 348, 349, 371, 372, 373, 374, 375, 376, 400, 401, 402, 403, 404, 485, 486, 487, 488, 489,</p>	<p><u>Cumulative Test</u> Pg(s): 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107,</p>

		<p>490, 491, 492, 493, 494, 495, 496, 497, 516, 517, 518, 519, 520, 521, 534, 535, 536, 537, 538, 559, 560, 561, 562, 563, 564, 565, 567, 568, 569, 570, 571, 597, 598, 599, 600, 601, 602, 603, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 760, 761, 762, 763, 764, 765, 766, 767, 783, 784, 785, 786, 787</p> <p><u>Written Practice</u> Pg(s): 45, 46, 47, 115, 116, 117, 156, 157, 158, 258, 259, 261, 262, 273, 274, 347, 348, 349, 374, 375, 376, 402, 403, 404, 487, 488, 489, 495, 496, 497, 517, 518, 519, 536, 537, 538, 563, 564, 565, 569, 570, 571, 601, 602, 603, 630, 631, 632, 745, 746, 747, 765, 766, 767, 785, 786, 787</p> <p><u>Investigation</u> Pg(s): 251, 252</p>	<p>108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p> <p><u>Power Up Test</u> Pg(s): 38</p>	
Objective 1.4: Model and illustrate meanings of multiplication and division.				
	<p>a. Represent division-with-remainder using whole numbers, decimals, or fractions.</p>	<p><u>Power Up</u> Pg(s): 11, 16, 22, 28, 33, 39, 45, 50, 55, 60, 65, 80, 86, 93, 104, 111, 118, 123, 123, 139, 159, 177, 211, 244, 269, 345, 491, 604, 616, 621, 627</p> <p><u>New Concept</u> Pg(s): 123, 124, 125, 126, 127, 139, 140, 141, 142, 143, 144,</p>	<p><u>Cumulative Test</u> Pg(s): 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98</p> <p><u>Power Up Test</u></p>	

		<p>159, 160, 161, 162, 163, 164, 211, 212, 213, 214, 215, 244, 245, 246, 247, 248, 249, 250, 269, 270, 271, 272, 273, 274, 345, 346, 347, 348, 349, 366, 367, 368, 369, 370, 604, 605, 606, 607, 608, 609</p> <p><u>Written Practice</u> Pg(s): 125, 126, 127, 142, 143, 144, 163, 164, 213, 214, 215, 245, 246, 247, 250, 269, 270, 271, 274, 347, 348, 349, 369, 370, 607, 608, 609</p>	<p>Pg(s): 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p>	
	<p>b. Describe the effect of place value when multiplying and dividing whole numbers and decimals by 10, 100, and 1,000.</p>	<p><i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 123, 124, 125, 126, 127, 139, 140, 141, 142, 143, 144, 159, 160, 161, 162, 163, 164, 211, 212, 213, 214, 215, 244, 245, 246, 247, 248, 249, 250, 269, 270, 271, 272, 273, 274, 345, 346, 347, 348, 349, 366, 367, 368, 369, 370, 604, 605, 606, 607, 608, 609</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i> <u>Written Practice</u> Pg(s): 125, 126, 127, 142, 143, 144, 163, 164, 213, 214, 215, 245, 246, 247, 250, 269, 270, 271, 274, 347, 348, 349, 369, 370, 607, 608, 609</p>	<p><u>Cumulative Test</u> Pg(s): 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98</p>	
	<p>c. Model multiplication of fractions and decimals (e.g., tenths</p>	<p><i>There is an opportunity to</i></p>	<p><u>Cumulative Test</u></p>	

	<p>multiplied by tenths, a whole number multiplied by tenths, or a whole number with tenths multiplied by tenths) in a variety of ways (e.g., manipulatives, number line and area models, patterns).</p>	<p><i>introduce during:</i></p> <p><u>Power Up</u></p> <p>Pg(s): 11, 16, 22, 28, 33, 39, 45, 50, 55, 60, 65, 80, 86, 93, 104, 111, 118, 123, 123, 139, 159, 177, 211, 244, 269, 345, 491, 604, 616, 621, 627</p> <p><i>There is an opportunity to introduce during:</i></p> <p><u>New Concept</u></p> <p>Pg(s): 145, 146, 147, 148, 183, 184, 185, 186, 187, 188, 228, 229, 230, 231, 232, 269, 270, 271, 272, 273, 289, 290, 291, 292, 293, 377, 378, 379, 380, 381, 382, 400, 401, 402, 403, 404, 457, 458, 459, 460, 461, 462, 463, 464, 491, 492, 493, 494, 495, 496, 497, 511, 512, 513, 514, 515, 526, 527, 528, 529, 530, 531, 532, 533, 565, 566, 567, 568, 569, 570, 571, 586, 587, 588, 589, 590, 591, 597, 598, 599, 600, 601, 602, 603, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 703, 704, 705, 706, 707, 708, 709, 760, 761, 762, 763, 764, 765, 766, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p>	<p>Pg(s): 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	
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		<u>Written Practice</u> Pg(s): 146, 147, 148, 186, 187, 188, 230, 231, 232, 270, 271, 289, 290, 291, 380, 381, 382, 402, 403, 404, 459, 460, 461, 494, 495, 496, 513, 514, 515, 531, 532, 533, 567, 568, 569, 570, 571, 588, 589, 590, 591, 602, 603, 626, 627, 628, 630, 631, 632, 707, 708, 709, 764, 765, 766, 780, 781, 782, 785, 786, 787		
Objective 1.5: Solve problems involving one or two operations.				
	a. Determine when it is appropriate to use estimation, mental math strategies, paper and pencil, and algorithms.	<u>New Concept</u> Pg(s): 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 345, 346, 347, 348, 349, 350, 351, 352, 353, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 405, 406, 407, 408, 409, 410, 411, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 498, 499, 500, 501, 502, 604, 605, 606, 607, 608, 609, 616, 617, 618, 619, 620, 638, 639, 640, 641, 642, 643, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686 <u>Written Practice</u> Pg(s): 207, 208, 209, 214, 215, 347, 348, 349, 350, 351, 352,	<u>Cumulative Test</u> Pg(s): 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122	

		374, 375, 376, 379, 380, 381, 408, 409, 464, 466, 481, 482, 484, 500, 501, 502, 607, 608, 609, 618, 619, 620, 640, 641, 641, 664, 665, 668, 669, 673, 674, 675, 684, 685, 686		
	<p>b. Make reasonable estimations of fraction and decimal sums, differences, and products, including knowing whether results obtained using a calculator are reasonable.</p>	<p><u>Power Up</u> Pg(s): 11, 16, 22, 28, 33, 39, 45, 50, 55, 60, 65, 80, 86, 93, 104, 111, 118, 123, 123, 139, 159, 177, 211, 244, 269, 345, 491, 604, 616, 621, 627</p> <p><u>New Concept</u> Pg(s): Pg(s): 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 345, 346, 347, 348, 349, 350, 351, 352, 353, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 405, 406, 407, 408, 409, 410, 411, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 498, 499, 500, 501, 502, 604, 605, 606, 607, 608, 609, 616, 617, 618, 619, 620, 638, 639, 640, 641, 642, 643, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686</p> <p><u>Written Practice</u> Pg(s): 207, 208, 209, 214, 215, 347, 348, 349, 350, 351, 352, 374, 375, 376, 379, 380, 381,</p>	<p><u>Cumulative Test</u> Pg(s): 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122</p>	

		408, 409, 464, 466, 481, 482, 484, 500, 501, 502, 607, 608, 609, 618, 619, 620, 640, 641, 641, 664, 665, 668, 669, 673, 674, 675, 684, 685, 686		
c.	Write number sentences that can be used to solve a two-step problem.	<p><u>New Concept</u> Pg(s): 55, 56, 57, 58, 59, 65, 66, 67, 68, 69, 70, 71, 86, 87, 88, 89, 90, 91, 92, 98, 99, 100, 101, 102, 103, 111, 112, 113, 114, 115, 116, 117, 132, 133, 134, 135, 136, 137, 138, 159, 160, 161, 162, 163, 164, 387, 388, 389, 390, 391, 392, 393</p> <p><u>Written Practice</u> Pg(s): 57, 58, 59, 68, 69, 70, 71, 87, 88, 89, 91, 92, 98, 99, 102, 103, 114, 115, 116, 135, 136, 137, 162, 163, 164, 387, 388, 389, 391, 392, 393</p> <p><u>Investigation</u> Pg(s): 60, 61, 62, 63, 64</p>	<p><u>Cumulative Test</u> Pg(s): 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94</p>	
d.	Interpret division-with-remainder problems as they apply to the environment (e.g., If there are 53 people, how many vans are needed if each van holds 8 people?).	<p><u>Power Up</u> Pg(s): 11, 16, 22, 28, 33, 39, 45, 50, 55, 60, 65, 80, 86, 93, 104, 111, 118, 123, 123, 139, 159, 177, 211, 244, 269, 345, 491, 604, 616, 621, 627</p> <p><u>New Concept</u> Pg(s): 139, 140, 141, 142, 143, 144, 159, 160, 161, 162, 163, 164, 211, 212, 213, 214, 215, 244, 245, 246, 247, 248, 249, 250, 269, 270, 271, 272, 273, 274, 345, 346, 347, 348, 349,</p>	<p><u>Cumulative Test</u> Pg(s): 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 02, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118</p>	

		366, 367, 368, 369, 370, 604, 605, 606, 607, 608, 609 <u>Written Practice</u> Pg(s): 142, 143, 144, 160, 162, 164, 213, 214, 215, 247, 248, 249, 270, 271, 272, 347, 348, 349, 368, 369, 370, 607, 608, 609		
Objective 1.6: Demonstrate proficiency with multiplication and division of whole numbers and compute problems involving addition, subtraction, and multiplication of decimals and fractions.				
	a. Multiply multi-digit whole numbers by a two-digit whole number with fluency, using efficient procedures.	<u>Power Up</u> Pg(s): 80, 93, 104, 111, 118, 177, 269, 305, 491, 586, 659, 723 <u>New Concept</u> Pg(s): 33, 34, 35, 36, 37, 38, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 139, 140, 141, 142, 143, 144, 149, 150, 151, 152, 153, 159, 160, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 263, 264, 265, 266, 267, 268, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 604, 605, 606, 607, 608, 609 <u>Written Practice</u> Pg(s): 36, 37, 38, 47, 48, 49, 53,	<u>Cumulative Test</u> Pg(s): 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118 <u>Power Up Test</u> Pg(s): 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36	

		54, 55, 57, 58, 59, 84, 86, 87, 90, 91, 92, 97, 98, 99, 102, 103, 104, 114, 115, 116, 125, 126, 127, 143, 144, 149, 150, 152, 153, 160, 164, 165, 168, 169, 170, 174, 175, 176, 178, 179, 181, 182, 263, 264, 265, 266, 268, 347, 348, 349, 353, 354, 357, 358, 607, 608, 609		
	b. Divide multi-digit dividends by a one-digit divisor with fluency, using efficient procedures.	<p><u>Power Up</u> Pg(s): 80, 93, 104, 111, 118, 177, 269, 305, 491, 586, 659, 723</p> <p><u>New Concept</u> Pg(s): 139, 140, 141, 142, 143, 144, 159, 160, 161, 162, 163, 164, 211, 212, 213, 214, 215, 244, 245, 246, 247, 248, 249, 250, 269, 270, 271, 272, 273, 274, 345, 346, 347, 348, 349, 366, 367, 368, 369, 370, 604, 605, 606, 607, 608, 609</p> <p><u>Written Practice</u> Pg(s): 142, 143, 144, 160, 162, 164, 213, 214, 215, 247, 248, 249, 270, 271, 272, 347, 348, 349, 368, 369, 370, 607, 608, 609</p>	<p><u>Cumulative Test</u> Pg(s): 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 02, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118</p> <p><u>Power Up Test</u> Pg(s): 22, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36</p>	
	c. Add and subtract decimals with fluency, using efficient procedures.	<p><u>Power Up</u> Pg(s): 7, 11, 16, 22, 28, 33, 39, 45, 50, 55, 60, 65, 72, 80, 86, 93, 98, 104, 111, 118, 123, 128, 132, 139, 145, 149, 154, 159, 165, 171, 177, 183, 189, 192, 198, 205, 211, 216, 222, 228, 233, 239, 244, 251, 257, 263, 269, 275, 282, 289, 294, 299,</p>	<p><u>Cumulative Test</u> Pg(s): 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109,</p>	

		<p>305, 311, 317, 325, 331, 339, 345, 350, 354, 359, 366, 371, 377, 383, 387, 394, 400, 405, 412, 408, 424, 431, 437, 443, 450, 457, 464, 472, 479, 485, 491, 498, 503, 511, 516, 522, 526, 534, 539, 546, 553, 559, 565, 572, 580, 586, 592, 597, 604, 610, 616, 621, 627, 633, 638, 644, 649, 654, 659, 664, 670, 679, 687, 696, 703, 710, 717, 723, 728, 731, 736, 742, 748, 755, 760, 767, 773, 778, 783, 788</p> <p><u>New Concept</u> Pg(s): 86, 87, 88, 89, 90, 91, 92, 177, 178, 179, 180, 181, 182, 325, 326, 327, 328, 329, 330, 331, 345, 346, 347, 348, 349, 350, 351, 352, 353, 472, 473, 474, 475, 476, 477, 478, 644, 645, 646, 647, 648, 664, 665, 666, 667, 668, 669, 717, 718, 719, 720, 721, 722, 731, 732, 733, 734, 735, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782</p> <p><u>Written Practice</u> Pg(s): 89, 91, 178, 179, 181, 182, 326, 327, 328, 329, 330, 331, 347, 348, 349, 351, 352, 353, 473, 474, 475, 477, 478, 646, 647, 648, 667, 668, 669, 717, 718, 719, 721, 722, 734, 735, 768, 769, 774, 775, 776, 780,</p>	<p>110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	
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		781, 782		
	d. Add and subtract fractions with fluency.	<p><u>Power Up</u> Pg(s): 7, 11, 16, 22, 28, 33, 39, 45, 50, 55, 60, 65, 72, 80, 86, 93, 98, 104, 111, 118, 123, 128, 132, 139, 145, 149, 154, 159, 165, 171, 177, 183, 189, 192, 198, 205, 211, 216, 222, 228, 233, 239, 244, 251, 257, 263, 269, 275, 282, 289, 294, 299, 305, 311, 317, 325, 331, 339, 345, 350, 354, 359, 366, 371, 377, 383, 387, 394, 400, 405, 412, 408, 424, 431, 437, 443, 450, 457, 464, 472, 479, 485, 491, 498, 503, 511, 516, 522, 526, 534, 539, 546, 553, 559, 565, 572, 580, 586, 592, 597, 604, 610, 616, 621, 627, 633, 638, 644, 649, 654, 659, 664, 670, 679, 687, 696, 703, 710, 717, 723, 728, 731, 736, 742, 748, 755</p> <p><u>New Concept</u> Pg(s): 86, 87, 88, 89, 90, 91, 92, 177, 178, 179, 180, 181, 182, 325, 326, 327, 328, 329, 330, 331, 345, 346, 347, 348, 349, 350, 351, 352, 353, 472, 473, 474, 475, 476, 477, 478, 644, 645, 646, 647, 648, 664, 665, 666, 667, 668, 669, 717, 718, 719, 720, 721, 722, 731, 732, 733, 734, 735, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781,</p>	<p><u>Cumulative Test</u> Pg(s): 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	

		<p>782</p> <p><u>Written Practice</u></p> <p>Pg(s): 89, 91, 178, 179, 181, 182, 326, 327, 328, 329, 3330, 331, 347, 348, 349, 351, 352, 353, 473, 474, 475, 477, 478, 646, 647, 648, 667, 668, 669, 717, 718, 719, 721, 722, 734, 735, 768, 769, 774, 775, 776, 780, 781, 782</p>		
e.	Multiply fractions.	<p><u>Power Up</u></p> <p>Pg(s): 80, 93, 104, 111, 118, 177, 269, 305, 491, 586, 659, 723</p> <p><u>New Concept</u></p> <p>Pg(s): 86, 87, 88, 89, 90, 91, 92, 177, 178, 179, 180, 181, 182, 325, 326, 327, 328, 329, 330, 331, 345, 346, 347, 348, 349, 350, 351, 352, 353, 472, 473, 474, 475, 476, 477, 478, 644, 645, 646, 647, 648, 664, 665, 666, 667, 668, 669, 717, 718, 719, 720, 721, 722, 731, 732, 733, 734, 735, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782</p> <p><u>Written Practice</u></p> <p>Pg(s): 89, 91, 178, 179, 181, 182, 326, 327, 328, 329, 3330, 331, 347, 348, 349, 351, 352, 353, 473, 474, 475, 477, 478, 646, 647, 648, 667, 668, 669, 717, 718, 719, 721, 722, 734, 735, 768, 769, 774, 775, 776, 780, 781, 782</p>	<p><u>Cumulative Test</u></p> <p>Pg(s): 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	

Standard II: Students will use patterns and relations to represent and analyze mathematical problems and number relationships using algebraic symbols.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: <u>100</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Identify, analyze and determine a rule for predicting and extending numerical patterns involving operations whole numbers, decimals, and fractions.				
a.	Analyze and make predictions about numeric patterns, including decimals and fractions.	<i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 7, 8, 9, 10, 11, 12, 13, 14, 15 <i>There is an opportunity to practice by teacher questioning and observation following:</i> <u>Written Practice</u> Pg(s): 9, 10, 14, 15	<u>Cumulative Test</u> Pg(s): 43, 44, 45, 46 <u>Power Up Test</u> Pg(s): 20, 22, 23, 25, 28, 31, 36	
b.	Determine a rule for the pattern using organized lists, tables, objects, and variables.	<u>Investigation</u> Pg(s): 60, 61, 62, 63, 64, 251, 252, 253, 254, 255, 256	<u>Cumulative Test</u> Pg(s): 51, 52, 53, 54 <u>Power Up Test</u> Pg(s): 20, 22, 23, 25, 28, 31, 36	
Objective 2.2: Use algebraic expressions, inequalities, or equations to represent and solve simple real-world problems.				
a.	Use properties and the order of operations involving addition, subtraction, multiplication, division, and the use of parentheses to compute with whole numbers, decimals, and fractions.	<u>New Concept</u> Pg(s): 33, 34, 35, 36, 37, 38, 50, 51, 52, 53, 54, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 177, 178, 179, 180, 181, 182, 325, 326, 327, 328, 329, 330, 331, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358	<u>Cumulative Test</u> Pg(s): 47, 48, 49, 50, 51, 52, 53, 54	

		<u>Written Practice</u> Pg(s): 36, 37, 38, 52, 53, 54, 98, 99, 102, 103, 104, 105, 109, 110, 178, 179, 180, 181, 182, 327, 328, 329, 330, 331, 347, 348, 349, 350, 351, 352, 357, 358		
	b. Use patterns, models, and relationships as contexts for writing and solving simple equations and inequalities with whole number solutions (e.g., $6x = 54$; $x + 3 = 7$).	<u>Investigation</u> Pg(s): 251, 252, 253, 254, 255, 256	<u>Cumulative Test</u> Pg(s): 75, 76, 77, 78 <u>Power Up Test</u> Pg(s): 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41	
Standard III: Students will use spatial reasoning to recognize, describe, and analyze geometric shapes and principles.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: <u>100</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1: Describe relationships between two- and three-dimensional shapes and analyze attributes and properties of geometric shapes.				
	a. Draw, label, and describe line segments, rays, lines, parallel lines, and perpendicular lines.	<u>New Concept</u> Pg(s): 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 282, 283, 284, 285, 286, 287, 288, 387, 388, 389, 390, 391, 392, 539, 540, 541, 542, 543, 544, 545, 580, 581, 582, 583, 584, 585 <u>Written Practice</u> Pg(s): 194, 195, 196, 199, 203, 204, 284, 285, 286, 288, 389, 390, 391, 392, 539, 540, 541, 544, 545, 583, 584, 585	<u>Cumulative Test</u> Pg(s): 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114	
	b. Draw, label, and define an angle as two rays sharing a common endpoint (vertex).	<u>New Concept</u> Pg(s): 192, 193, 194, 195, 196,	<u>Cumulative Test</u> Pg(s): 75, 76, 77, 78, 79,	

		<p>197, 198, 199, 200, 201, 202, 203, 204, 282, 283, 284, 285, 286, 287, 288, 387, 388, 389, 390, 391, 392, 539, 540, 541, 542, 543, 544, 545, 580, 581, 582, 583, 584, 585</p> <p><u>Written Practice</u> Pg(s): 194, 195, 196, 199, 203, 204, 284, 285, 286, 288, 389, 390, 391, 392, 539, 540, 541, 544, 545, 583, 584, 585</p> <p><u>Investigation</u> Pg(s): 522, 523, 524, 525</p>	<p>80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114</p>	
	<p>c. Classify triangles and quadrilaterals and analyze the relationships among the shapes in each classification (e.g., a square is a rectangle).</p>	<p><u>New Concept</u> Pg(s): 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 282, 283, 284, 285, 286, 287, 288, 387, 388, 389, 390, 391, 392, 393, 539, 540, 541, 542, 543, 544, 545, 580, 581, 582, 583, 584</p> <p><u>Written Practice</u> Pg(s): 194, 195, 196, 199, 203, 204, 284, 285, 286, 288, 389, 390, 391, 392, 539, 540, 541, 544, 545, 583, 584, 585</p> <p><u>Investigation</u> Pg(s): 654, 655, 656, 657, 658</p>	<p><u>Cumulative Test</u> Pg(s): 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114</p>	
	<p>d. Relate pyramids and right prisms to the two-dimensional shapes (nets) from which they were created.</p>	<p><u>New Concept</u> Pg(s): 539, 540, 541, 542, 543, 544, 545</p>	<p><u>Cumulative Test</u> Pg(s): 107, 108, 109, 110</p>	
	<p>e. Identify properties and attributes of solids (i.e., right prisms, pyramids, cylinders, cones) and describe them by the number of edges, faces, and vertices as well as the types of faces.</p>	<p><i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 539, 540, 541, 542, 543, 544, 545</p>	<p><i>There is an opportunity to practice by teacher questioning and observation following:</i> <u>New Concept</u></p>	

		<p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p> <p>Written Practice Pg(s): 543, 544, 545</p>	Pg(s): 539, 540, 541, 542, 543, 544, 545	
Objective 3.2: Specify locations in a coordinate plane.				
a.	Locate points defined by ordered pairs of integers.	<p>Investigation Pg(s): 522, 523, 524, 525</p>	<p>Cumulative Test Pg(s): 107, 108, 109, 110</p>	
b.	Write an ordered pair for a point in a coordinate plane with integer coordinates.	<p>Investigation Pg(s): 522, 523, 524, 525</p>	<p>Cumulative Test Pg(s): 107, 108, 109, 110</p>	
c.	Specify possible paths between locations on a coordinate plane and compare distances of the various paths.	<p>Investigation Pg(s): 522, 523, 524, 525</p>	<p>Cumulative Test Pg(s): 107, 108, 109, 110</p>	
Standard IV: Students will determine area of polygons and surface area and volume of three-dimensional shapes.				
<p>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %</p>		<p>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>100</u> %</p>		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Determine the area of polygons and apply to real-world problems.				
a.	Determine the area of a trapezoid by the composition and decomposition of rectangles, triangles, and parallelograms.	<p>New Concept Pg(s): 539, 540, 541, 542, 543, 544, 545</p> <p>Written Practice Pg(s): 543, 544, 545</p>	<p>Cumulative Test Pg(s): 107, 108, 109, 110</p>	
b.	Determine the area of irregular and regular polygons by the composition and decomposition of rectangles, triangles, and parallelograms.	<p>New Concept Pg(s): 339, 340, 341, 342, 343, 344, 748, 749, 750, 751, 752, 753, 754</p> <p>Written Practice Pg(s): 342, 343, 344, 748, 749, 480, 752, 753, 754</p>	<p>Cumulative Test Pg(s): 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125,</p>	

			126, 127, 128, 129, 130, 131, 132, 133, 134 <u>Power Up Test</u> Pg(s): 29, 30, 34, 35	
c.	Compare areas of polygons using different units of measure within the same measurement system (e.g., square feet, square yards).	<p><i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 339, 340, 341, 342, 343, 344, 748, 749, 750, 751, 752, 753, 754</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i> <u>Written Practice</u> Pg(s): 342, 343, 344, 748, 749, 480, 752, 753, 754</p>	<u>Cumulative Test</u> Pg(s): 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134	
Objective 4.2: Recognize, describe, and determine surface area and volume of three-dimensional shapes.				
a.	Quantify volume by finding the total number of same-sized units of volume needed to fill the space without gaps or overlaps.	<p><i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 679, 680, 681, 682, 683, 684, 685, 686</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i> <u>Written Practice</u> Pg(s): 684, 685, 686</p>	<u>Cumulative Test</u> Pg(s): 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134	
b.	Recognize that a cube having a 1 unit edge is the standard unit for measuring volume expressed as a cubic unit.	<p><i>There is an opportunity to introduce during:</i> <u>New Concept</u> Pg(s): 679, 680, 681, 682, 683, 684, 685, 686</p> <p><i>There is an opportunity to</i></p>	<u>Cumulative Test</u> Pg(s): 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134 <u>Power Up Test</u> Pg(s): 41	

		<p><i>practice by teacher questioning and observation following:</i></p> <p><u>Written Practice</u> Pg(s): 684, 685, 686</p>		
c.	Derive and use the formula to determine the volume of a right prism with a triangular or rectangular base.	<p><u>New Concept</u> Pg(s): 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757</p> <p><u>Written Practice</u> Pg(s): 674, 675, 676, 679, 680, 683, 684, 685, 686, 755, 756, 757</p>	<p><u>Cumulative Test</u> Pg(s): 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	
d.	. Relate the formulas for the areas of triangles, rectangles, or parallelograms to the surface area of a right prism.	<p><u>New Concept</u> Pg(s): 464, 465, 466, 467, 468, 469, 470, 471, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686</p> <p><u>Written Practice</u> Pg(s): 467, 468, 469, 470, 471, 674, 675, 676, 678, 679, 680, 684, 685, 686</p>	<p><u>Cumulative Test</u> Pg(s): 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	
e.	Derive and use the formula to determine the surface area of a right prism and express surface area in square units.	<p><i>There is an opportunity to introduce during:</i></p> <p><u>New Concept</u> Pg(s): 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757</p> <p><i>There is an opportunity to practice by teacher questioning and observation following:</i></p>	<p><u>Cumulative Test</u> Pg(s): 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134</p>	

		<u>Written Practice</u> Pg(s): 674, 675, 676, 679, 680, 683, 684, 685, 686, 755, 756, 757		
Standard V: Students will construct, analyze, and construct reasonable conclusions from data and apply basic concepts of probability.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>100</u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 5.1: Formulate and answer questions using statistical methods to compare data, and propose and justify inferences based on data.				
a.	Construct, analyze, and display data using an appropriate format (e.g., line plots, bar graphs, line graphs).	<u>New Concept</u> Pg(s): 72, 73, 74, 75, 76, 78, 79, 610, 611, 612, 613, 614 <u>Written Practice</u> Pg(s): 78, 79, 612, 613, 614 <u>Investigation</u> Pg(s): 317, 318, 319, 320, 321, 322, 323, 324	<u>Cumulative Test</u> Pg(s): 51, 52, 53, 54, ,55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118	
b.	Recognize the differences in representing categorical and numerical data.	<u>New Concept</u> Pg(s): 72, 73, 74, 75, 76, 78, 79, 610, 611, 612, 613, 614 <u>Written Practice</u> Pg(s): 78, 79, 612, 613, 614 <u>Investigation</u> Pg(s): 317, 318, 319, 320, 321, 322, 323, 324	<u>Cumulative Test</u> Pg(s): 51, 52, 53, 54, ,55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118	

c.	Identify minimum and maximum values for a set of data.	<p><u>New Concept</u> Pg(s): 72, 73, 74, 75, 76, 78, 79, 610, 611, 612, 613, 614</p> <p><u>Written Practice</u> Pg(s): 78, 79, 612, 613, 614</p> <p><u>Investigation</u> Pg(s): 317, 318, 319, 320, 321, 322, 323, 324</p>	<p><u>Cumulative Test</u> Pg(s): 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118</p>	
d.	Identify and calculate the mean, median, mode, and range.	<p><u>New Concept</u> Pg(s): 311, 312, 313, 314, 315, 316, 479, 480, 481, 482, 483, 484, 546, 547, 548, 549, 550, 551, 552, 638, 639, 640, 641, 642, 643</p> <p><u>Written Practice</u> Pg(s): 314, 315, 316, 482, 483, 484, 547, 548, 549, 550, 551, 552, 641, 642, 643</p> <p><u>Investigation</u> Pg(s): 317, 318, 319, 320, 321, 322, 323, 324, 450, 451, 452, 453, 454, 455, 456</p>	<p><u>Cumulative Test</u> Pg(s): 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118</p>	
Objective 5.2: Apply basic concepts of probability.				
a.	Describe the results of experiments involving random outcomes using a variety of notations (e.g., 4 out of 9, 4/9).	<p><u>New Concept</u> Pg(s): 359, 360, 361, 362, 363, 364, 365, 366, 526, 527, 528, 529, 530, 531, 532, 533</p> <p><u>Written Practice</u> Pg(s): 364, 365, 366, 531, 532, 533</p> <p><u>Investigation</u></p>	<p><u>Cumulative Test</u> Pg(s): 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><u>Power Up Test</u> Pg(s): 27, 40</p>	

		Pg(s): 592, 593, 594, 595, 596		
b.	Recognize that probability is always a value between 0 and 1 (inclusively).	<p><u>New Concept</u> Pg(s): 359, 360, 361, 362, 363, 364, 365, 366, 526, 527, 528, 529, 530, 531, 532, 533</p> <p><u>Written Practice</u> Pg(s): 364, 365, 366, 531, 532, 533</p> <p><u>Investigation</u> Pg(s): 592, 593, 594, 595, 596</p>	<p><u>Cumulative Test</u> Pg(s): 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><u>Power Up Test</u> Pg(s): 27, 40</p>	
c.	Express the likelihood of an outcome in a simple experiment as a value between 0 and 1 (inclusively).	<p><u>New Concept</u> Pg(s): 359, 360, 361, 362, 363, 364, 365, 366, 526, 527, 528, 529, 530, 531, 532, 533</p> <p><u>Written Practice</u> Pg(s): 364, 365, 366, 531, 532, 533</p> <p><u>Investigation</u> Pg(s): 592, 593, 594, 595, 596</p>	<p><u>Cumulative Test</u> Pg(s): 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111</p> <p><u>Power Up Test</u> Pg(s): 27, 40</p>	